

RS1 - Restorative Justice Conference Facilitator Script – Acknowledged Harm/Accepted Responsibility

STEP 1	<p>Welcome, as you know my name is xxxx and I have been asked to facilitate this meeting. <i>(Introduce participants if necessary)</i>. I have spoken to all of you about the incident <i>(briefly outline what happened)</i> I remind you that you are here to discuss what happened, not the character of anyone involved. I will invite you all to talk about how you and others may have been affected by what happened. This will help everyone understand what needs to be done to help put things right. I would also like to remind you of the ground rules that we discussed in preparation to ensure that this meeting runs safely and respectfully. Do you remember what we discussed? (If necessary read them out e.g. turn taking, listening to others, not interrupting, no shouting, respect for everyone) Are you still happy to agree to those ground rules?</p>
STEP 2	<p>START WITH WRONGDOER(S) - I would like to start by asking</p> <p>Can you tell us about what happened and how you became involved?</p> <p>If necessary - What happened next and/or what else? <i>(ask this until their story unfolds)</i></p> <p>What were you thinking at the time this happened?</p> <p>What have your thoughts been since?</p> <p>Who has been affected/upset by this and in what way?</p> <p>What has been the hardest thing for you?</p>
STEP 3	<p>TURN TO HARMED PERSON(S) - I would like to start by asking</p> <p>Can you tell us about what happened and how you became involved?</p> <p>If necessary - What happened next and/or what else <i>(ask this until their story unfolds)?</i></p> <p>What were you thinking at the time this happened?</p> <p>What have your thoughts been since?</p> <p>Who has been affected/upset by this and in what way?</p> <p>What has been the hardest thing for you?</p>
STEP 4	<p>THEN ASK REMAINING PARTICIPANTS IN TURN THE SAME QUESTIONS <i>(if necessary theme in views of those not present)</i></p>
STEP 5	<p>GO BACK TO THE WRONGDOER(S) – you have just heard how xxxx and others have been affected by what happened</p> <p>Do you all see that harm/upset that has been caused?</p> <p>Is there anything you wish to say at this stage?</p> <p>Do you think that something needs to be done to repair that harm/put it right and if so what?</p>
STEP 6	<p>GO BACK TO THE HARMED PERSON – What do you think needs to happen?</p>
STEP 7	<p>GO BACK TO THE WRONGDOER(S) – What do you think of what xxxx has suggested?</p>
STEP 8	<p>If necessary - RETURN TO PERSON HARMED AND THEN OTHER SUPPORTERS - What would you like to see come out of today's meeting?</p>
STEP 9	<p>If necessary - RETURN TO WRONGDOER – Is there anything you would like to add?</p>
STEP 10	<p>MAKE CONTRACT/AGREEMENT</p>
STEP 11	<p>OPTIONAL QUESTIONS – Would you do anything differently now? /What other choices could you have made? /What have you learned from the meeting?</p>
STEP 12	<p>FINAL INVITATIONS TO SPEAK – Before I close the meeting is there anyone else who wishes to say or ask something?</p>
STEP 13	<p>FOLLOW UP – As part of this process you have agreed not only to keep to this contract but to come together to review how the contract is progressing. Thank you for participating in this meeting, I hope that your time together has helped you deal with this matter</p>

RS2 – Restorative Chat Preparation Sheet

PREPARATION SHEET - Facilitators Notes: - It will be good to consider - Who has been affected by this behaviour, what are the needs of those affected by this behaviour and how will they be met by the restorative work you are planning?

What's happened? Discuss and agree the main issues of the problem and explain to pupils that you will be keeping to those issues in any discussion.

What were you thinking when these things happened?

What do you think about it now were talking?

Who has this affected? Make a list and prompt if necessary (ie what about your Mum, what about their Mum, who was there when these things happened, what members of staff have tried to sort it out?)

How have the people listed above been affected?

Is there anything you need to take responsibility for, can you see that you added to this in any way? If so what?

What do you think needs to happen to put things right and ensure this doesn't happen again?

I think it would be a good idea to write a contract between everyone to ensure we all know what's been agreed and what needs to happen in the future to ensure that this is resolved and will not happen again. What would you like to be put on the contract? What do you think others would like put on the contact?

What has been the hardest thing for you?

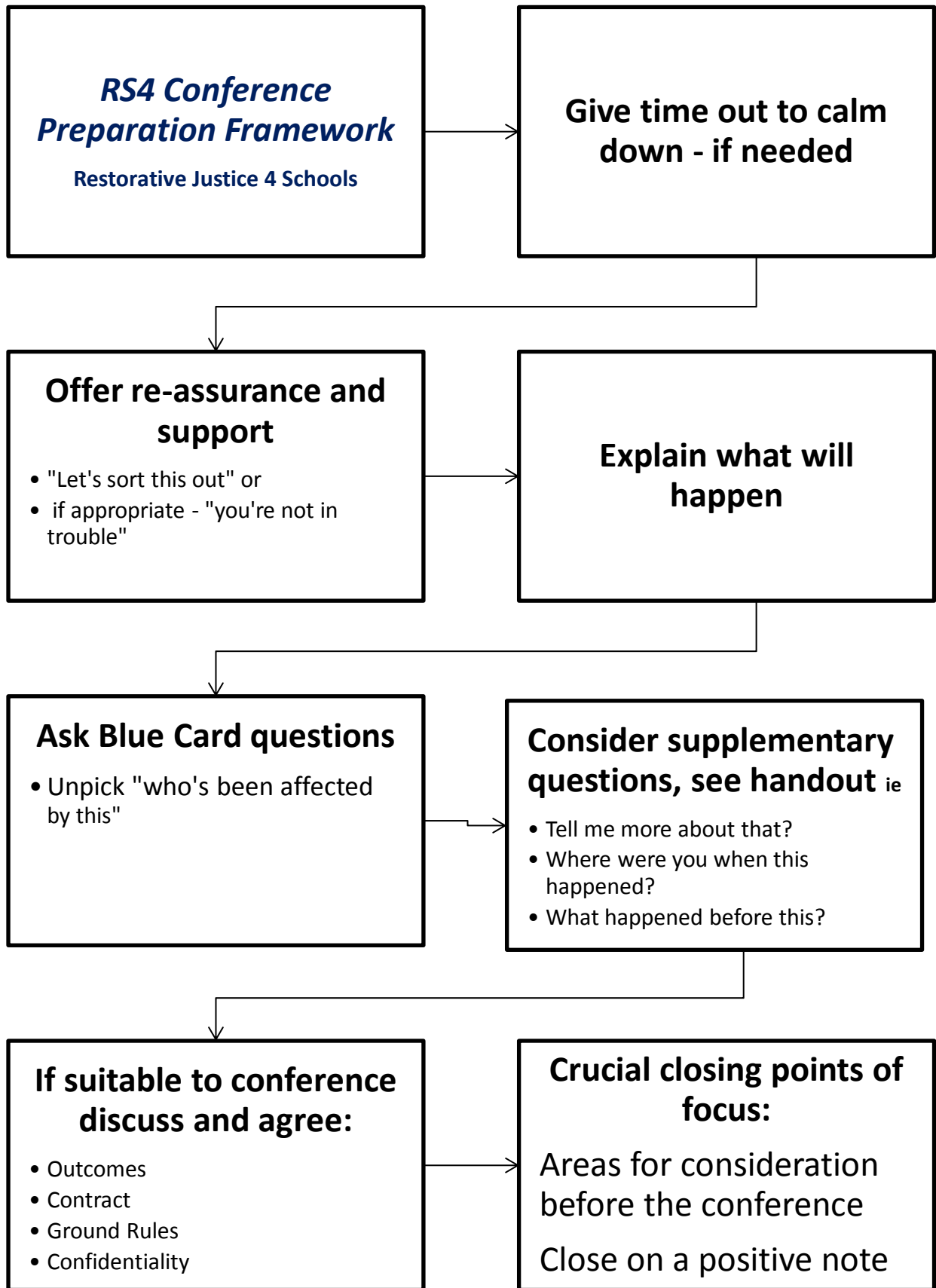
What could you do differently next time if tensions start to build up?

If we are able to resolve this issue what difference will it make to you coming into school, how you feel about being at school, your studies and what you would like to achieve whilst at school?

If we are unable to resolve this issue what difference will it make to you coming into school, how you feel about being at school, your studies and what you would like to achieve whilst at school?

RS3 – Large Group Restorative Chat Script (Use Preparation Sheet RS3)

<p>Arrange circle depending on what has been said to you in preparation above, ask the person you think will be most honest to your right in the circle, the person who is likely to add positively to what person 1 has said next to them/</p>
<p>Ask the questions 1-5 to each participant in turn – say I would like to come back to you (name participant) and ask you....</p>
<p>1. What’s happened? Discuss and agree the main issues of the problem and explain to pupils that you will be keeping to those issues in any discussion.</p>
<p>2. What were you thinking when these things happened?</p>
<p>3. What do you think about it now were talking?</p>
<p>4. Who has this affected?</p>
<p>5. How have the people listed above been affected?</p>
<p>Ask questions 6 and 7 to everyone at the same time</p>
<p>6. Is there anything you need to take responsibility for, can you see that you added to this in any way? If so what?</p>
<p>7. What do you think needs to happen to put things right and ensure this doesn’t happen again?</p>
<p>Make contract – say I think it would be a good idea to write a contract between everyone to ensure we all know what’s been agreed and what needs to happen in the future to ensure that this is resolved and will not happen again. What would you like to be put on the contract? What do you think others would like put on the contact?</p>
<p>Ask the questions 8-11 to each participant in turn – say I would like to come back to you (name participant) and ask you....</p>
<p>8. What has been the hardest thing for you?</p>
<p>9. What could you do differently next time if tensions start to build up?</p>
<p>10. If we are able to resolve this issue what difference will it make to you coming into school, how you feel about being at school, your studies and what you would like to achieve whilst at school?</p>
<p>11. If we are unable to resolve this issue what difference will it make to you coming into school, how you feel about being at school, your studies and what you would like to achieve whilst at school?</p>



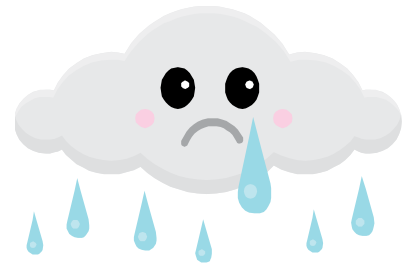
RS5 - Conference Preparation Record Sheet

What happened?
What were you thinking?
What do you think now?
What needs to happen to put this right?
What could you put on the contact?
What could the other person put on the contact?
What has been the hardest thing for you?
What could you do differently next time?

RS6 - Primary Student Reflection Sheet

Pupil	Class	Date	Staff Member
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What happened?



What were you thinking?



What do you think about it now?



What needs to happen to put this right?



How could you make sure this doesn't happen again?



RS7 - Secondary Student Reflection Sheet With Seal Skills (Optional)

Pupil Name	Form/House	Days in Inclusion	Date
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Reason for inclusion	Have you received an inclusion before for the same reason?
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What happened?

What were you thinking?

What do you think about it now?

**What could you do to repair the harm?
Or what needs to happen to put it right?**

How could you make sure this doesn't happen again?

What SEAL skills should you have used?

Self-awareness

What were you thinking about at the time?

Managing my feeling

How has this affected you?

Empathy

How has this affected others?

Motivation

How did this affect yours and others learning?

Social skills

What has been the hardest thing for you?

Member of Staff _____

RS8 - Restorative Conference Contract/Agreement

Incident date: Conference date:

Description of Incident:

Participant 1:

Participant 2:

Participant 3:

Participant 4:

We have agreed the following:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Signed by participants:
.....
.....
.....

Date for follow up:

RS9 - Restorative Language for Circles

Check-in

At the beginning of the day or class, have an opening circle where everyone one has the opportunity to tell the circle something about their day so far. Questions to start check-in could be:

- Say something positive about your dog/cat/weekend/evening/holiday?
- What do you need to do to be a better learner?
- What are you looking forward to today?
- If you were a superhero what power would you have?
- Say something positive about yourself?

- ***Always try to add "and how are you feeling"?***

Check-out

At the end of a day or a class, have a closing circle where everyone one has the opportunity to tell the circle something about their day. Questions to start check-out could be:

- How was your day?
- Tell us one thing you liked about this school today?
- Tell us one thing you learnt today?
- What are you going to differently tomorrow?

- ***Always try to add "and did you feel about that"?***

Aim for Lesson/Today/Week

Once your pupils are practiced at checking in and out it is possible to use the time to create an aim for the less/day/week. This is meant to be a small achievable change of behaviour that reinforces the idea that pupils have the skills to be able to change and regulate their own behaviour.

- What is one thing you would like to achieve?
- What is the one thing you would like to change?
- What do you need to achieve your aim?

Monitoring

- What did you achieve this lesson/today/week?
- What thing did you manage to change this lesson/today/week?
- What do you need to do to make sure you achieve your goals tomorrow?
- Who is someone in this class who worked hard this week?
- What is the most useful thing you've learned?
- Say someone who helped you?
- What is something you know that you didn't know how yesterday?

Resolving Conflict- Both Parties

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way have they been affected?
- What do you think you need to do to make things right?

Affective Statements

- It makes me uncomfortable when I hear you teasing xxx.
- I am frustrated that you aren't listening to me.
- I feel sad when you say something like that to xxx.
- I get angry when you talk and joke during my lessons.
- I was upset to see you hurt xxx.

Classroom Norms/Learning Agreements

Classroom norms give pupils the opportunity to think about how they need to behave to be able to achieve their aims for the year. Creating norms also creates the opportunity to think about what they need from other people to be able to work at their best and what other people need from them in return. Once pupils have taken time and effort to create a list of rules or expectations it creates ownership of good behaviour as the rules are not imposed but created by themselves. Classrooms norms should be discussed and agreed whilst in a circle. Here are some questions that may help beginning the circle.

- What do you need to do to be able to learn while you are in class?
- How can we avoid the things that make learning difficult for you?
- What can we agree on to ensure we will all behave positively and treat each other with respect?
- What could we do if someone breaks the rules?

Circles to Address Behaviour Problems

During circles for addressing behaviour problems, the restorative questions listed earlier can be used, but a variety of other questions may be helpful. It may be necessary to speak to the class first to set ground rules.

- What will make the circle safe for everyone?
- What do you hope the circle will achieve?
- How can we ensure we meet our aims?
- What was your part/responsibility in the problem?
- What needs to happen to put this right?
- What can we do to make sure this doesn't happen again?
- What could we put on a contract to ensure that this doesn't happen again?

RS10 - Examples of Restorative Scripts

There are many restorative scripts that can be useful to ensure that everyone involved in harm is heard and everything that needs to be done to repair a situation happens. It may be useful to decide discuss with staff when individual scripts will be most useful or ask staff to devise their own.

Main Restorative Script

What happened?

What were you thinking of at the time?

What have you thought about since?

Who do you think has been affected by what you did and in what way?

Alternative Restorative Scripts

What's happened?

Who's been upset by this?

What needs to happen to put things right?

What could you have done differently?

What's happened?

What choice did you make?

What choice could you have made?

How can you put this right?

What's happened?

What were you thinking?

What needs to happen to put things right?

What are you going to do differently next time?

What do need to do to make things right?

How can we make sure this doesn't happen again?

What can I do to help you?

How can we make sure this doesn't happen again?

Was it the right thing or the wrong thing to do?

Was it fair or unfair?

What exactly are you sorry for?

What's happened?

Who's been affected?

How can we move forward?

How can we do things differently in future?

RS11 - Restorative Shared Vocabulary - Primary

Respect/Disrespect	Polite	Truth
Responsibility	Appropriate/Inappropriate	Frustration
Angry	Worried	Sad
Pleased	Fair	Jealous/left out
Honesty	Sad	Leader
Positive/Negative	Angry	Proud
Consequence	Accountable	Motivation
Reliable/Unreliable	Realised	Acceptable/not acceptable
Empathy	Options	Communication
Tolerance/tolerant	Choice	Independent
Community	Consistent	Considerate
Make worse/make better	Support	Optimism
Encouragement/encouraging	Work together	Perseverance
Control	Time out	Co-operate
Upset	Puzzled	Concerned
Lonely	Safe	Cross
Not sure	Concerned	Ashamed

RS12 - Restorative Shared Vocabulary - Secondary

Respect/Disrespect	Feedback	Realization/realized
Responsibility	Appropriate/Inappropriate	Frustration/frustrated/frustrating
Truth	Value/Devaluing	Skills
Accountability	Positive/Negative	Ownership
Honesty	Reflection	Leader
Acceptable/not acceptable	Community	Consideration/consider
Consequence	Relapsed	Motivation
Reliability/reliable/Unreliable	Realised	Punctuality
Empathy	Options	Communication
Tolerance/tolerant	Choice	Assertive/passive
Independence/independent	Consistent	Persistence/persistent
Escalating/De-escalating	Accept	Optimism
Encouragement/encouraging	Support	Perseverance
Cooperate/cooperative/cooperating	Collaborate	Evaluation/evaluate
Sympathy	Jealous	Frustration
Control	Time out	Self-aware/self-awareness

RS13 - Possible Implementation of Restorative Language - Primary

1. Everyone needs to engage
2. Staff to model the new approach to pupils
3. Staff to have time to prepare the use of new language
4. Staff using the language consistently makes it safe for everyone
5. Staff to use new language fluently
6. Staff to be self-aware about their use of language and its impact
7. Develop and expert group to champion its use
8. A core value word to be printed on T-shirts for staff to wear on non-uniform days
9. NQT training to include restorative language
10. Restorative displays in classrooms

How Pupils Could Help Implement RA

1. Ask the pupils how to implement it
2. Praise students when they use it
3. Encourage students to use restorative language
4. Peer mentoring scheme to use restorative language
5. Peer conference facilitator scheme
6. Peer mediator scheme – friendship bench
7. Introduce into sports i.e. how you talk to the referee
8. Introduce to Pupil Voice/School Council so they can promote its use
9. Drama presentations
10. Discuss each term in tutor time
11. Role play in tutor time, drama, assemblies
12. Y6 to help implement it within school

How RA Could Be Introduced Into Teaching

1. Restorative Merit Scheme
2. Introduce restorative circle time
3. Use of restorative keywords by staff
4. Key word for the day
5. Use RL in word of the week
6. Build into curriculum
7. Introduce in PSD, PHSE, CPD
8. Introduce into Citizenship
9. Include restorative language examples into homework / planning books
10. To be included in learning objectives
11. Create clear understandings of the vocabulary
12. Dedicated lessons to teach and implement it

13. Use tutor time to look at scenarios and open question practice sessions
14. To be included in personal goals
15. Art displays on wall
16. Assemblies to introduce RA/RJ
17. Use within the curriculum in similar way to SEAL
18. Include into Learning To Learn
19. Include into lesson objectives

How RA Could be Implemented into Playground

1. Peer mentoring and peer mediation schemes.
2. Friendship bench for those who have no one to play with.
3. Resolution bench for those in difficulties.

General Ideas on the Implementation of RA

1. Use on website
2. TV screen presentations
3. Laminated key words resource aid
4. Reflections forms to use restorative language
5. Monitor and evaluate it
6. Send information home to parents

RS14 - Possible Implementation of Restorative Language - Secondary

1. Everyone needs to engage
2. Staff to model the new approach to pupils
3. Staff to have time to prepare the use of new language
4. Staff using the language consistently makes it safe for everyone
5. Staff to use new language fluently
6. Staff to be self-aware about their use of language and its impact
7. Develop and expert group to champion it use
8. A core value word to be printed on T-shirts for staff to wear on non-uniform days
9. NQT training to include restorative language

How Pupils Could Help Implement RA

1. Ask the pupils how to implement it
2. Praise students when they use it
3. Encourage students to use restorative language
4. Peer mentoring scheme to use restorative language
5. Peer conference facilitator scheme
6. Peer mediator scheme
7. Introduce into sports i.e. how you talk to the referee
8. Introduce to Pupil Voice/School Council so they can promote its use
9. Drama presentations
10. Discuss each term in tutor time
11. Role play in tutor time, drama, assemblies
12. 6th form to help implement it within school

How RA Could Be Introduced Into Teaching

1. Restorative Merit Scheme
2. Introduce restorative circle time
3. Use of restorative keywords by staff
4. Key word for the day
5. Use RL in word of the week
6. Build into curriculum
7. Introduce in PSD, PHSE, CPD
8. Introduce into Citizenship
9. Include restorative language examples into homework / planning books
10. To be included in learning objectives
11. Create clear understandings of the vocabulary
12. Dedicated lessons to teach and implement it
13. Use tutor time to look at scenarios and open question practice sessions
14. To be included in personal goals
15. Art displays on wall

16. Assemblies to introduce RA/RJ
17. Use within the curriculum in similar way to SEAL
18. Include into Learning To Learn
19. Include into lesson objectives

General Ideas on the Implementation of RA

1. Use on website
2. TV screen presentations
3. Laminated key words resource aid
4. Reflections forms to use restorative language
5. Monitor and evaluate it
6. Send information home to parents

RS15 - Specimen Restorative Contracts

Sample Contract 1 – Secondary Boys

1. We will not fight.
2. If any starts a fight we will tell the teacher.
3. No talking about each other's families.
4. If we are having a bad time we can ask for time out and come back when we are ok.
5. We will play football at lunch time and not get at each other.
6. We will tell our friends that it's over and to leave off.

This was two year 8 boys who were part of the same group but did not get on. I prompted each of them once we got past no 1, i.e. what will you do if someone starts to fight? What do you want to do at lunchtime? What will you do to get your friends to stop the agro? But the answers were all theirs. This contract was successful and the boys certainly did not cause each other or the school any more problems by having difficulties with each other.

Sample Contract 2 – Secondary Girls

1. We will not insult each other.
2. We will not give each other evils.
3. We will not ask our friends to choose between us.
4. When we are in class we will be friends.
5. When it's lunch time we will say hello but not stay with each other.
6. If our friends wish to be with one of us that's ok and we will not fall out about it.
7. If we have a problem we will see Miss Radcliffe about it together.
8. If we get upset we will wait for a little while to see if it's a real problem before talking about it to others.
9. We will be polite to each other.

This was two year 8 girls who were part of the same class but did not like each other. The contract worked very well at the follow up we added no 7 and no 8, but there had not been any unmanageable problems before the follow up they just wanted to add to it.

Contract 3 – Secondary Girls

1. Be consistent.
2. Stay away from each other, don't talk or look at each other.
3. No name calling.
4. If someone else breaks the contract politely remind them of it.
5. If one of our friends breaks the contract politely remind them of it and support them.
6. Don't lie to yourself or others.
7. Don't be two faced.
8. Tell the truth, don't make it up, and don't make a big fuss about it.
9. Don't be ignorant or big headed.
10. If we have an important reason to speak (to the other group) be polite and respectful.
11. No dirty looks.
12. When we are in class together we will ignore each other.
13. No personal contact.
14. We will ask Mr Hobbs to let our teachers know that we will find it difficult to work in pairs or in the same group as each other.

15. When we meet in the corridor we will keep walking.
16. We won't react to each other in any way.
17. When we feel that someone is not telling the truth walk away and ignore it.
18. Don't shout.
19. If we feel that it is important then we will go and find a member of staff that can help.
20. No personal comments.
21. Don't involve third parties in nasty messages.
22. Don't spread rumours
23. No personal comments when someone comes into class.
24. Don't touch each other's things.
25. No swearing.
26. No shouting.
27. No speaking on others behalf.
28. Don't throw things at each other.
29. Don't touch each other's work.
30. Have the same attitude with people even when someone new comes into the room.
31. Don't follow each other around.

This was a large group of 6 girls, with very low emotional literacy who had received a lot of support within school and had been given Friendship classes and still kept falling out at least twice a day. The conference was a bit of a last ditched attempt to help them, especially as one of the Mothers was very vocal about lack of support from the school.

The conference went well but at the first follow up the girls had not attempted to keep to the contact. After some very straight talking from myself they were asked if they wished to have a contact or not and if they did they needed to keep to it, otherwise it would be of little use. They opted to keep the contract and promised to try much harder to keep to it.

We used the contract for weekly meetings after the first week we found that arguments became a once a week event and that conflict was managed better. The biggest difference was it brought about a realisation in some of the key players in the group that their involvement was their own responsibility and choice, where before they had seen themselves as victims.

Contract 4 - Secondary Girls

1. Be more polite.
2. Not to have long conversations.
3. Have normal friendly conversations.
4. If there is a problem just walk away
5. Don't gossip to other friends.
6. Don't involve others not even your best friends.
7. If the problem isn't a big deal you just leave it.
8. If the problem is a big deal you go to the link.
9. If the problem is out of school stay away from each other until we calm down.
10. The person that has the problem can talk to Dad.
11. Ignore friends who are causing trouble– if there is a rumour check it out first.
12. Don't involve others who are no involved.

This conference was between two friends one of whom had been “adopted” by the others step mother and father causing all sorts of difficulties. The contract enabled both young ladies to manage their behaviour in school although the situation was still very difficult for them.

Sample Contract 5 – Secondary Boys Richard and Liam

1. Not to listen to third parties.
2. If there are any questions we will talk respectfully together.
3. Each will talk to their friends and tell them to let it rest.
4. We will have peace and respect for each other.
5. We will be friendly to each other.

Richard a boy in year 9 was the school sportsman and has an apprenticeship as a goal keeper with a premier football team. He was rarely in trouble – For the 6 weeks prior to the incident he has been getting threatening emails from another boy Liam.

Liam was often in trouble and was known to have behavioural problems; he felt excluded from Richards's group and resented Richard for it. Liam's Mum and Dad have recently separated. Richard made a wooden knuckle duster and beat Liam around the head with it causing serious head injuries and Liam was taken to hospital

Richard shows the school emails that Liam has been sending him threatening to smash his hands with a baseball bat and says that he hit him because he wanted the trouble to stop
Richard was excluded for 5 days and accepted a police caution which will stay on his record for five years.

Liam's parents were very upset about what has happened to their son and do not think that the punishment was harsh enough. Liam's Mum was so upset she had to be driven from work by a colleague and when she got to the hospital Liam was still unconscious.

Richard parents are also very upset at what their son have done but they also want Liam to understand that he had a part to play in what happened

Outcome: The conference went really well both boys became friends which I don't think anyone had expected before the conference.

Sample Contract 6 – Primary Family Conference for Billy

1. Dad to call Billy one night each week.
2. Mum will contact Dad if Billy is naughty.
3. Billy will call Mum to say goodnight when he is with his Dad.
4. A contact book will be used to increase communication it will record:
 - a. Good behaviour
 - b. Problems
5. We will have a behaviour chart
6. Mum and Dad will swop addresses.
7. Dad and Dads Girlfriend will address Mum as Mummy/Mum to Billy.
8. The School will continue to support the family:
9. Support for Billy and Mum with Boomerang;
10. Will continue to put pressure on CAMHS to obtain a diagnosis.
11. Will keep Dad informed of Billy's progress at school.
12. Dad will be placed on emergency contact information.

One of my primary school asked me to do a conference for a family, the pupil was not present although I did speak to him and ask him what he would like to come out of the meeting. Mum and Dad had not spoken for years and Dad had only recently started having contact again with his son.

Dads parents had remained in contact and Billy saw his Dad through them without contact from Mum who did not have an address or telephone number for Dad or his new girlfriend.

On speaking to Mum at follow up the contract had been kept to but Mum felt Dad should come and see Billy during the week which had been discussed although not put on the contract. Mum is now in contact with Dads Girlfriend and has positive communication with her.

Sample Contract 7 – Primary Girls

We agree that we shall:

1. If we are mad with each other we can stay away from each other.
2. We will ask for time out and ask to help.
3. We will stay away from each other.
4. If someone calls our family names we will ignore them, walk away and tell the teacher.
5. If someone name calls they should stay in.
6. We will be friends.
7. No name calling.
8. If we are friends we can play together.
9. We would like biscuits.

These were three very difficult young ladies, one of whom has many exclusions, who were physically being very violent to each other. Regardless of how the school tried to keep them apart they found ways of physically fighting with each other.

The school SENCO sat in on both the preparation and the conference to help with any silly behaviour although in fact they behaved very well in the conference. The conference dissolved into laughter when one of the young ladies passed wind and there was much laughing, we gave them a couple of minutes to calm down and continued. They kept well to the contract and we had weekly follow ups for about 6 weeks. The contract was tweaked a little at follow up but each time there had been a problem it had resolved each other before it had escalated to physical violence. Within 6 weeks neither girls had any problems with each other and all girls had better relationships with all pupils in the school.

Sample Contract 8 – Primary Year 6 Boys

The conference was between two boys the victim had ADHD and the wrong doer came from a background that lacked attention. There was a long history of problems between the boys and the victim has recently lost his temper and bitten the wrong doers quite badly. The wrong doer would admit to doing things deliberately to wind the victim up but was quite reticent to take responsibility for his behaviour. The victim had ADHD and was a little obsessive about certain aspects of the problems between the two boys, I was concerned about this especially added to the lack of responsibility by the wrong does so suggested that we asked two other boys from the class to add to the voice of the conference. I spent some time with the victim asking him what he might like the conference to achieve and what could be put on the contract. We made up a list of things that he might like to put on the contract and the list was available to him during the conference to give him confidence and keep him on track. A friend of the victim was asked and a confident popular boy from the class was asked to support the wrong doer. The conference was a great success and when I met the boys at follow up they said things were “perfect” and were “great friends”.

We agree that from now on we will

1. Stop winding each other up.
2. Stop hurting other people.
3. Stop taking friends away from people to be mean.
4. Stop hurting each other.
5. Stop throwing things.
6. Not pull faces or swear.
7. Stop throwing pencils.
8. Stop biting.
9. Stop being rude about other people.
10. No name calling.
11. No spitting.
12. Sam will not laugh when Luke is answering questions.
13. Stop interfering with each other.
14. Concentrate on your own work.

We will from now on do our very best to:-

1. Be polite and kind to everyone.
2. Remember what Mrs Read says.
3. If Steve gets annoyed he will count to 10, say his ABC or do some colouring possibly with another friend in the corridor.
4. If someone gets upset because someone else has done the wrong thing they will tell the teacher.
5. Ask to have a buddy.
6. Ask to have a new place on the carpet.
7. Be nicer to each other.